DOCUMENT RESUME

ED 234 477 EA 015 931

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TITLE Highlights from Research on Teaching Self-Control.
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PUB DATE Apr 83
NOTE 2p.
AVAILABLE FROM Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.
PUB TYPE Information Analyses (070) -- Journal Articles (080)
JOURNAL CIT Educational Leadership; v40 n7 p65 Apr 1983

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Research; Elementary Secondary Education; Literature Reviews; Personal Autonomy; Problem Solving; *Self Control; Student Behavior; *Student Responsibility
IDENTIFIERS PF Project; *Self Regulation

ABSTRACT

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT:
Adults can help students become more responsible by teaching them new ways of thinking about self-control. The research summarized here suggests that: If students do not feel a sense of control over the outcomes of their actions, they will not exert much effort or assume much responsibility for what they do. It is not enough for students to simply believe they can exert control, however. They must also have the right skills--such as talking themselves through a task, monitoring their own behavior, and learning problem-solving routines. When students attribute their success (or failure) on a particular task to the amount of personal effort they put into the task, they are more likely to try harder in similar situations in the future. Children who believe their own incompetence--rather than effort--is the cause of social rejection have a hard time coping with that rejection. Many students can be taught to attribute their success or failure at a task to effort, instead of to luck, ability, or the difficulty of the task. Very young children, however, cannot distinguish between effort and ability. Resource Information Service (RIS) provides ASCD members access to research and sources of information on selected topics. The information is available through RIS-sponsored research synthesis, the RIS column in "Update," and the quarterly publication "Curriculum Update." (Author)

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- When students attribute their success (or failure) on a particular task to the amount of personal effort they put into the task, they are more likely to try harder in similar situations in the future.
- Children who believe their own incompetence—rather than effort—is the cause of social rejection have a hard time coping with that rejection.
- Many students can be taught to attribute their success or failure at a task to effort, instead of to luck, ability, or the difficulty of the task. Very young children, however, cannot distinguish between effort and ability.

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April 1983 EDUCATIONAL LEADERSHIP v40 n7 p65

EA015931

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